WELCOME TO
HAPPINESS
ENJOY YOUR STAY

Let’s Be CHAMPS!

C- Conversation: Students will carefully listen to the teacher and her story.

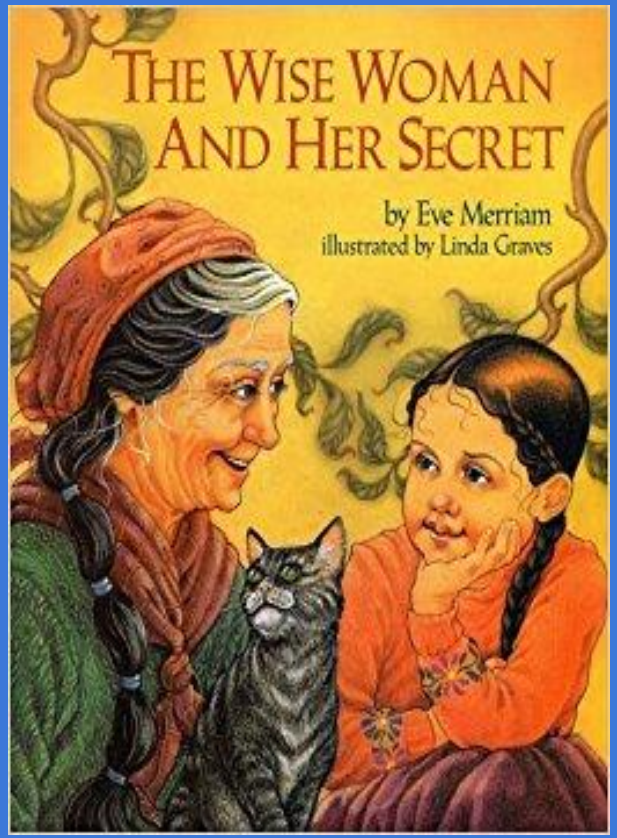
H- Help: Students will help each other decide what it means to be happy.

A- Activity: We will all be writing a letter to someone in your life that makes you happy, and that you appreciate.

M- Movement: We will all sit on the floor, while the teacher is reading a book to her students.

P- Participation: Students will participate in open discussions with the class pertaining to the lesson.

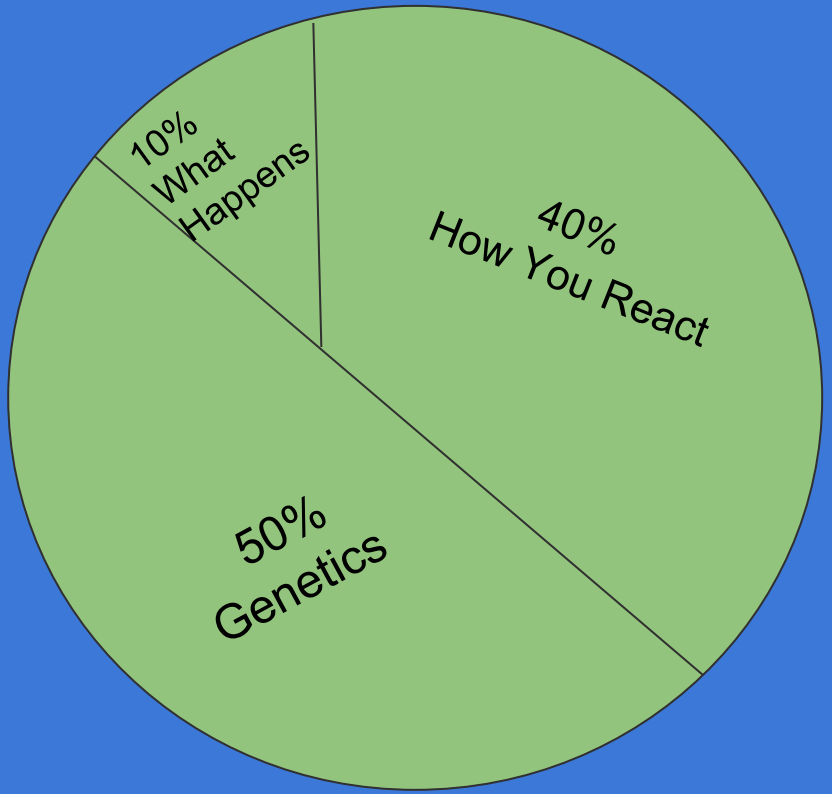
S- Success: Students will use their knowledge on happiness to explain three things that make them happy.



During Reading Circle

- Always have quiet mouths and quiet bodies.
- Raise your hand if you have any questions.
- Listen carefully to the main idea of the story.

What Makes Us Happy?



Want to Be Happier?

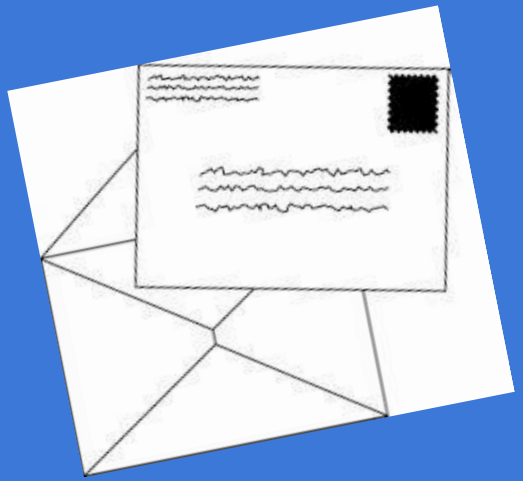
Hedonic Well Being/Treadmill

Eudaimonic Well Being

Gratitude

https://www.youtube.com/watch?v=oHv6vTKD6lg

A Letter To Someone Special



Busin' Through New York!

Put on your seat belts!

Ready to Board the New York State Express?

Let's Be CHAMPS!

C- Conversation: We will have quiet mouths!

H- Help: If we need help, we will use our quiet bodies and quiet hands and wait to be called on!

A- Activity: We will use our quiet bodies while we take our field trip.

M- Movement: We will use our respectful bodies and be appropriate during our field trip!

P- Participation: We will work together to answer questions and make sure we stay on track!

S-Success: We will use our virtual field trip to accurately understand the regions of New York State.

What do you know about New York State?

What do you think New York State looks like?

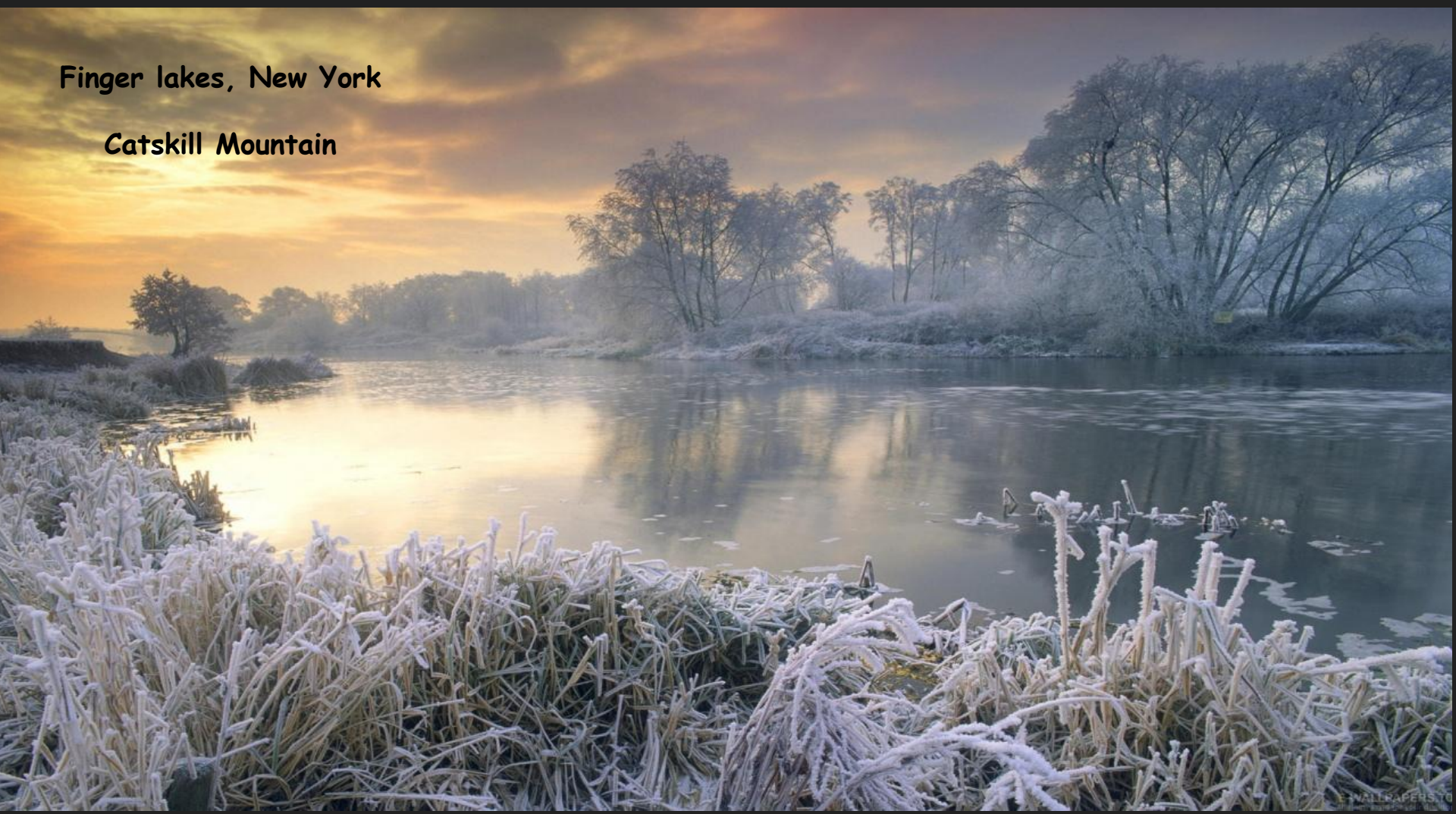
New York City, New York
Manhattan

Long Island, New York

Montauk Lighthouse

Hudson Valley, New York

Adirondacks, New York
Adirondack Park


Finger lakes, New York
Catskill Mountain

Let's Learn More About New York!

https://www.youtube.com/watch?v=0-oU8cbQOxA

Time For Some FUN with Kahoot!

https://play.kahoot.it/#/intro?quizId=52100eeb-3c71-4e39-993e-dbeefda686f5

Statement Strategy Time!

New York City, also known as "the city that never sleeps" or the "Big Apple" is sometimes called the greatest city in the world. Before the arrival of Europeans on North Atlantic shores, the area was home to the Algonquian tribes who lived off the land's rich bounty and hunted and fished in the local rivers. The Lenape Native Americans called the land Manhattan. Present day NYC is made up of five Boroughs: Manhattan, Staten Island, Queens, Brooklyn and the Bronx. With a population of more than 8 million residents, it is the most populous city in North America.

Statement: The Cherokee Tribe called the land Manhattan.

Agree_____ **Disagree_____**

Evidence:

_____

_____

_____

_____

Homework!

Pick a region of New York and write a one paragraph summary of it!

Step into the Shoes of a Detective!

Video

https://www.youtube.com/watch?v=m-zgsuwshIU

Let's Be CHAMPS!

C– Conversation: Students will listen carefully as the teacher speaks and will not get off topic!

H– Help: Students will help their peers think and read like a historian.

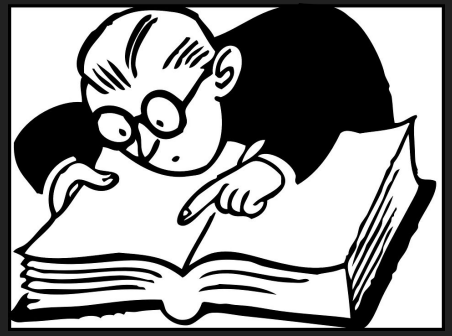
A– Activity: Students will think and read like a historian based on documents given to them and answer questions.

M- Movement: Students will be seated at their desks during the lesson.

P- Participation: Students will work together to answer questions and make sure we stay on track.

S–Success: Students will use their understanding of sourcing, contextualization, close-reading, close-reading perspective and corroborating to think and read like a historian.

We are going to investigate documents by. . .



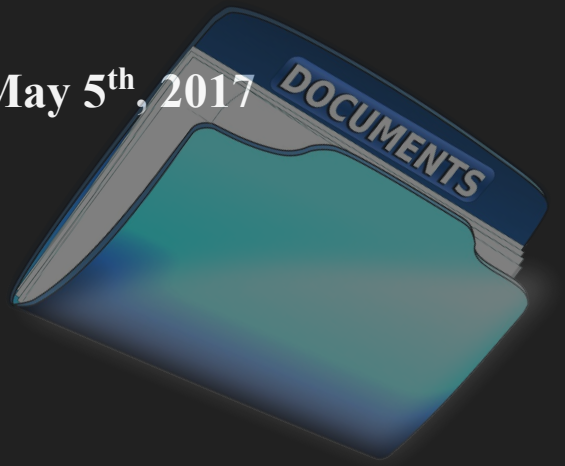
- **Sourcing** (before reading!)
  - Ex: Who made this source? Where did it come from? What might be the motivation and personal interest?
- **Context** (before reading!)
  - Ex: How was the world that made this source different than our own?
- **Close-reading Inferential and Academic** (as you read/after you read)
  - Ex: What does the document say? Is it bias? What is the tone? What do the specific words refer to?
- **Close Reading and Perspective**
  - Ex: What is the perspective of the author or what would the author do? What is the possible effect on the author?
- **Corroborating** (after you read)
  - Ex: What do other sources say about this document? Do they agree or disagree with what the document says?

Document 1

“My sister and I grew up quickly, never learning what it meant to relax but rather to always keep moving. It did, however, offer certain benefits. We were exposed to vastly different ethnic customs and languages. We tasted new cuisines each week, and Broadway shows and museums were routine family outings.”

Kenneth R. Rosen

"Growing up in, and Outgoing Manhattan” Written on May 5th, 2017



History Mystery

Video: https://www.youtube.com/watch?v=B_qd5yc_svo

Something to think about while watching this video..

- What does a detective do?
- Why do you think that? (Provide evidence)

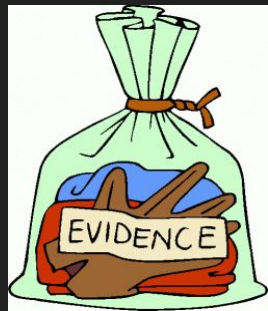
What do you think a mystery is?

Why is *evidence* so important?

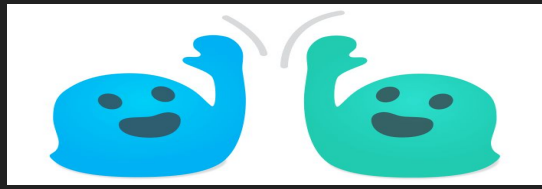
What makes a Mystery ?

Mystery: a story involving a puzzling crime or other suspenseful events.

Evidence: facts or information that indicates whether something is true or not.



Before our History Mystery.. Remember..



CHAMPS

Conversation: You will work together to solve the history mystery.

Help: You will be kind and help each other during the activity.

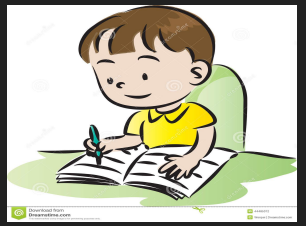
Activity: We will be solving our own history mystery.

Movement: You will move to your assigned groups.

Participation: You will participate in the classroom discussions and activity with your classmates.

Success: We will learn how to successfully solve a history mystery.

Homework



November 16th: Watch Alicia Keys ORIGINAL song "New York" and write down 5 examples from the song that shows how New York is described.

Link: https://www.youtube.com/watch?v=BTHRIDI7z3w

A Meeting of the Minds!

Let's See It In Action!

https://www.youtube.com/watch?v=uNOTozVp_i4

Discussion

How did this Meeting of the Minds have an impact on the world?

Why is it so important for minds to meet?

WE ARE THE CHAMPS

Conversation: Make sure our conversation is purposeful.

Help: It's okay to ask for help! Be sure to raise a quiet hand.

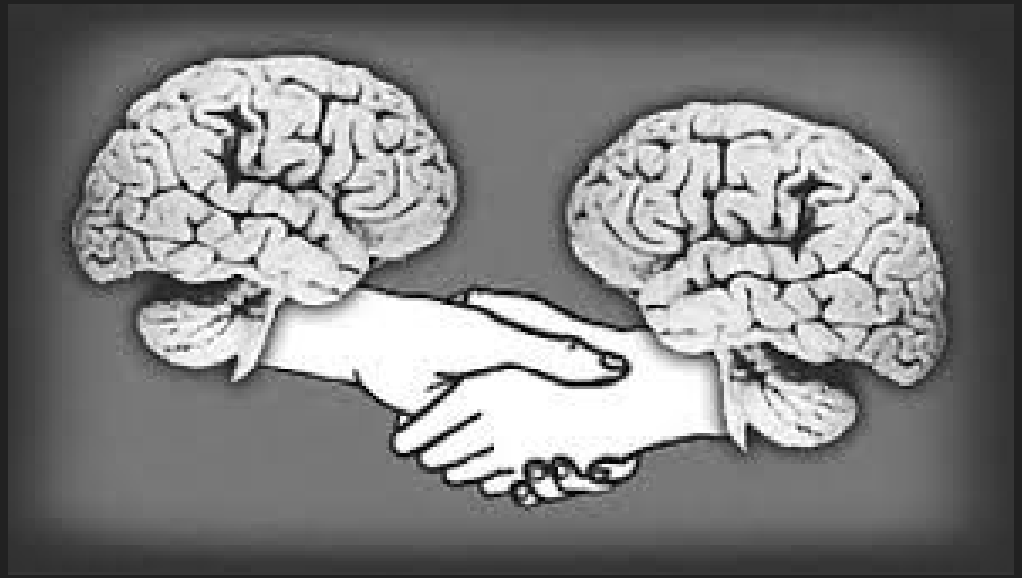
Activity: Meet with classmates from other regions of New York. Try and convince them to move to your region!

Movement: When we Jigsaw, walk- don't run!

Participation: We will share information about our region.

Success: We will share ideas and learn about the regions of New York State.

Let's Try It!



Discussion

How did you feel meeting with people from other regions?

What did you learn?

Were there any agreements? Disagreements? How were they handled?

Let's Get To Writing!

Write a paragraph on which region of New York State you believe happier and which region would you move to. Your paragraph must including 3 reasons to support your claim.

In Today's Lesson...

How were we informed citizens?

How did we celebrate diversity?

Homework

You are going to listen to the song "Happy" by Pharrell Williams and answer the questions on the homework sheet.

Link: https://www.youtube.com/watch?v=y6Sxv-sUYtM

Homelessness in New York City!

Video!

https://www.youtube.com/watch?v=7zAmHKZ0zjM

How did the video make you feel?

What did you learn from the video?

Do you think homeless people are happy?

Turn and talk with your partner!

Let's Be CHAMPS!

Conversation: Students will conversate with one another during the class discussion and while working in groups

Help: Students will help make a difference.

Activity: Students will convey a movement on ways to help homeless

Movement: Students will be seated during today's lessons.

Participation: Students will participate in a Kahoot review.

Success: Students will construct solutions to help homeless people in New York City.

Rise of homelessness in New York City

1. In recent years, homelessness in NYC has reached the highest level since the great depression of the 1930's.

2. Over the course of the city 2017 year, 129,803 different homeless men, women, and children slept in the NYC municipal shelter system. This includes over 45,000 different homeless New York City children.

3. Each night thousands of unsheltered homeless people sleep in NYC streets, in the subway system, and other public places.

Homeless children in New York City

1. There were 100,000 homeless students in New York City public schools during the 2015-16 school year, a number equal to the population of Albany.

2. 1 in 7 New York City elementary students will be homeless if the rate continues to grow.

3. It is growing because of the city's housing crisis, which has resulted in a growing number of families in city shelters.

Brainstorm time!

Homelessness is rising in New York City and people are not very happy.

What are some ways we can help the homeless population in New York City?

Time to make a difference!

Each group will be given a task that requires them to come up with ways to help the homeless population in New York City.

https://play.kahoot.it/#/k/92537527-3609-4345-ba39-e2d480cfa761

Let's review New York State Geography!

Homework!

Write a letter to the New York State Senate addressing the major issue of homelessness in the city.

This will be due the following class!